California
Commission on Teacher Credentialing

Meeting of
February 6-7, 2002

AGENDA ITEM NUMBER: **PREP - 5**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Issues and Options in the Preparation and Licensing of School Administrators**

_____ Action

__X__ Information

_____ Report

Strategic Plan Goal(s):

Goal 1:   Promote educational excellence through the preparation and certification of professional educators
  • Sustain high quality standards for the preparation of professional educators
  • Sustain high quality standards for the performance of credential candidates

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Issues and Options in the Preparation and Licensure of School Administrators

Professional Services Division

January 22, 2002

Executive Summary

The California Commission on Teacher Credentialing is engaged in a comprehensive review of issues and options in the preparation and licensure of school administrators. During 2001, the Executive Director and staff had extensive interaction with various stakeholder groups, including professional administrator and teacher groups, faculty and administrators from colleges and universities, school board members and representatives from the private sector regarding administrator preparation and licensure. The Executive Director also appointed a task force and directed them to investigate the viability of the existing Administrative Services Credential and the standards that govern preparation for that credential. The Task Force findings were presented to the Commission for information during its November 2001 meeting.

During the December meeting, the Commission directed staff to prepare a report on existing standards and assessments that are used for administrator preparation and licensure as well as information about licensing requirements in other states. During the January meeting, staff presented in written form an overview of standards and assessments, and representatives from Educational Testing Services provided an overview of the School Leadership Assessment Series that they administer. Commissioner's asked staff to prepare for a more comprehensive discussion of standards at the February Commission meeting. This report includes a description and analysis of the California Professional Standards for Education Leaders (CPSELs), the Standards for School Leadership adopted by the Interstate School Leaders Licensure Consortium (ISLLC), and the Commission's adopted Standards of Program Quality and Effectiveness for Administrative Services Credentials. The report also includes an overview of assessments that are used for administrator licensure.

Policy(s) Issue to be Considered

What standards should govern preparation for the Administrative Services Credential?

Fiscal Impact Statement

Activities related to the review and potential revision of this credential are covered under the Commission's base budget.

Issues and Options in the Preparation and Licensure of School Administrators

Professional Services Division

January 22, 2002

Background

The California Commission on Teacher Credentialing is engaged in a comprehensive review of issues and options in the preparation and licensure of school administrators. During 2001, the Executive Director and staff had extensive interaction with various stakeholder groups, including professional administrator and teacher groups, faculty and administrators from colleges and universities, school board members and representatives from the private sector regarding administrator preparation and licensure. The Executive Director also appointed a task force and directed them to investigate the viability of the existing Administrative Services Credential and the standards that govern preparation for that credential. The Task Force findings were presented to the Commission for information during its November 2001 meeting. The following eight policy questions provide a framework for the Commission's discussion of this important credential area:

1. <u>Policy Question One</u>: What does the 21st Century schools require in terms of management at each level?
2. <u>Policy Question Two</u>: Which school management positions should require a credential?
3. <u>Policy Question Three</u>: What should be the content of administrator preparation?
4. <u>Policy Question Four</u>: Which entities should be authorized to provide administrator preparation?
5. <u>Policy Question Five</u>: Which decisions about administrator preparation should be left to local school districts to decide?
6. <u>Policy Question Six</u>: What should the structure of administrator preparation involve?
7. <u>Policy Question Seven</u>: What does an appropriate "learning to lead" continuum look like for school and district administrators?
8. <u>Policy Question Eight</u>: What is an appropriate accountability system for administrator preparation programs?

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discussion of standards at the February Commission meeting. This report includes a description and analysis of the California Professional Standards for Education Leaders (CPSELs), the Standards for School Leadership adopted by the Interstate School Leaders Licensure Consortium (ISLLC), and the Commission's adopted Standards of Program Quality and Effectiveness for Administrative Services Credentials. The report also includes an overview of assessments that are used for administrator licensure.

Overview of Standards for School Leaders

The California Professional Standards for Education Leaders were developed by a broadly representative group that included the Association of California School Administrators (ACSA) the California School Leadership Academy (CSLA), representatives from colleges and universities, representatives from state agencies, and representatives of the professional development community. The six standards are based on standards developed at the National level by the Interstate School Leaders Licensure Consortium which are used to guide preparation and certification in a number of other states.

The Interstate School Leaders Licensure Consortium Standards for School Leaders were developed between 1994 and 1996 under the auspices of the Council of Chief State School Officers. The standards, which are based on research on productive educational leadership, were drafted by personnel from 24 state education agencies (including the California Commission on Teacher Credentialing) and representatives from various professional associations. The six standards present a common core of knowledge, dispositions, and performances that are intended to link leadership more forcefully to productive schools and enhanced education outcomes.

The Commission's Standards of Quality and Effectiveness for the Administrative Services Credential provide specific direction regarding the structure and content of administrator preparation to sponsors of preparation programs leading to the Preliminary and Professional Administrative Services Credential. Standards for the Preliminary Credential are organized into three categories: Program Design and Curriculum; Field Experiences; and Domains of Candidate Competence and Performance. Standards the professional clear credential are organized into four categories: Program Design and Curriculum; Support and Mentoring Plan; Non-University Activities; and Candidate Competence and Performance.

Table 1 lists the six CPSEL standards and the six ISLLC standards, with differences in the standards language appearing in italics. Each standard is followed by a set of indicators. The ISLLC indicators describe the knowledge, dispositions and performances that are expected in each domain of the standards. The CPSEL indicators describe performances only, though the performance expectations presume a knowledge base, and, to some extent, a disposition toward leadership. Table 2 lists the Commission's standards of candidate competence and performance. Each standard is followed by a set of factors that are used by accreditation team members to evaluate whether and to what degree the standard is met by a preparation program. Table 2 also identifies the relationship between the CCTC standards and the CPSEL and ISLLC standards.

Table 1. CPSEL and ISLLC Standards for School Leaders

CAPSL STANDARDS	ISLLC STANDARDS
Standard 1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 9. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. 10. Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. 11. Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. 12. Identify and address any barriers to accomplishing the vision. 13. Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. 14. Use the influence of diversity to improve teaching and learning.	**Standard 1** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. **Knowledge** The administrator has knowledge and understanding of:: 2. learning goals in a pluralistic society 3. the principles of developing and implementing strategic plans 4. systems theory 5. information sources, data collection, and data analysis strategies 6. effective communication 7. effective consensus-building and negotiation skills **Dispositions** The administrator believes in, values, and is committed to: ▪ a school vision of high standards of learning ▪ continuous school improvement ▪ the inclusion of all members of the school community ▪ ensuring that students have the knowledge, skills, and values needed to become successful adults ▪ a willingness to continuously examine one's own assumptions, beliefs, and practices ▪ doing the work required for high levels of personal and organization performance **Performances** The administrator facilitates processes and engages in activities ensuring that: 3. the vision and mission of the school are effectively communicated to staff, parents, students, and community members 4. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities 5. the core beliefs of the school vision are modeled for all stakeholders 6. the vision is developed with and among stakeholders 7. the contributions of school community members to the realization of the vision are recognized and celebrated 8. progress toward the vision and mission is communicated to all stakeholders 9. the school community is involved in school improvement efforts 10. the vision shapes the educational programs, plans, and actions 11. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated 12. assessment data related to student learning are used to develop the school vision and goals 13. relevant demographic data pertaining to students and their families are used in developing the school mission and goals 14. barriers to achieving the vision are identified, clarified, and addressed 15. needed resources are sought and obtained to support the implementation of the school mission and goals 16. existing resources are used in support of the school vision and goals 17. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2	Standard 2
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
1. Create an accountability system of teaching and learning based on student learning standards. 2. Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. 3. Shape a culture where high expectations for all students and for all subgroups of students is the core purpose. 4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. 5. Promote equity, fairness, and respect among all members of the school community. 6. Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. 7. Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.	**Knowledge** The administrator has knowledge and understanding of:: ▪ student growth and development ▪ applied learning theories ▪ applied motivational theories ▪ curriculum design, implementation, evaluation, and refinement ▪ principles of effective instruction ▪ measurement, evaluation, and assessment strategies ▪ diversity and its meaning for educational programs ▪ adult learning and professional development models ▪ the change process for systems, organizations, and individuals ▪ the role of technology in promoting student learning and professional growth ▪ school cultures **Dispositions** The administrator believes in, values, and is committed to: ▪ student learning as the fundamental purpose of schooling ▪ the proposition that all students can learn ▪ the variety of ways in which students can learn ▪ life long learning for self and others ▪ professional development as an integral part of school improvement ▪ the benefits that diversity brings to the school community ▪ a safe and supportive learning environment ▪ preparing students to be contributing members of society **Performances** The administrator facilitates processes and engages in activities ensuring that: ▪ all individuals are treated with fairness, dignity, and respect ▪ professional development promotes a focus on student learning consistent with the school vision and goals ▪ students and staff feel valued and important ▪ the responsibilities and contributions of each individual are acknowledged ▪ barriers to student learning are identified, clarified, and addressed ▪ diversity is considered in developing learning experiences ▪ life long learning is encouraged and modeled ▪ there is a culture of high expectations for self, student, and staff performance ▪ technologies are used in teaching and learning ▪ student and staff accomplishments are recognized and celebrated ▪ multiple opportunities to learn are available to all students ▪ the school is organized and aligned for success ▪ curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined ▪ curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies ▪ the school culture and climate are assessed on a regular basis ▪ a variety of sources of information is used to make decisions ▪ student learning is assessed using a variety of techniques ▪ multiple sources of information regarding performance are used by staff and students ▪ a variety of supervisory and evaluation models is employed ▪ pupil personnel programs are developed to meet the needs of students and their families

Standard 3	Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. 2. Monitor and evaluate the programs and staff at the site. 3. Establish school structures, patterns, and processes that support student learning. 4. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. 5. Align fiscal, human, and material resources to support the learning of all students and all groups of students. 6. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. 7. Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively. 8. Utilize effective and nurturing practices in establishing student behavior management systems.	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. **Knowledge** The administrator has knowledge and understanding of:: • theories and models of organizations and the principles of organizational development • operational procedures at the school and district level • principles and issues relating to school safety and security • human resources management and development • principles and issues relating to fiscal operations of school management • principles and issues relating to school facilities and use of space • legal issues impacting school operations • current technologies that support management functions **Dispositions** The administrator believes in, values, and is committed to: ▪ making management decisions to enhance learning and teaching ▪ taking risks to improve schools ▪ trusting people and their judgments ▪ accepting responsibility ▪ high-quality standards, expectations, and performances ▪ involving stakeholders in management processes ▪ a safe environment **Performances** The administrator facilitates processes and engages in activities ensuring that: ▪ knowledge of learning, teaching, and student development is used to inform management decisions ▪ operational procedures are designed and managed to maximize opportunities for successful learning ▪ emerging trends are recognized, studied, and applied as appropriate ▪ operational plans and procedures to achieve the vision and goals of the school are in place ▪ collective bargaining and other contractual agreements related to the school are effectively managed ▪ the school plant, equipment, and support systems operate safely, efficiently, and effectively ▪ time is managed to maximize attainment of organizational goals ▪ potential problems and opportunities are identified ▪ problems are confronted and resolved in a timely manner ▪ financial, human, and material resources are aligned to the goals of schools ▪ the school acts entrepreneurally to support continuous improvement ▪ organizational systems are regularly monitored and modified as needed ▪ stakeholders are involved in decisions affecting schools ▪ responsibility is shared to maximize ownership and accountability ▪ effective problem-framing and problem-solving skills are used ▪ effective conflict resolution skills are used ▪ effective group-process and consensus-building skills are used ▪ effective communication skills are used ▪ a safe, clean, and aesthetically pleasing school environment is created and maintained ▪ human resource functions support the attainment of school goals ▪ confidentiality and privacy of school records are maintained

Standard 4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. 2. Incorporate information about family and community expectations into school decision making and activities. 3. Recognize the goals and aspirations of diverse family and community groups. 4. Treat diverse community stakeholder groups with fairness and with respect. 5. Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services. 6. Strengthen the school through the establishment of community, business, institutional, and civic partnerships. 7. Communicate information about the school on a regular and predictable basis through a variety of media and modes.	**Standard 4** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. **Knowledge** The administrator has knowledge and understanding of:: ▪ emerging issues and trends that potentially impact the school community ▪ the conditions and dynamics of the diverse school community ▪ community resources ▪ community relations and marketing strategies and processes ▪ successful models of school, family, business, community, government and higher education partnerships **Dispositions** The administrator believes in, values, and is committed to: ▪ schools operating as an integral part of the larger community ▪ collaboration and communication with families ▪ involvement of families and other stakeholders in school decision-making processes ▪ the proposition that diversity enriches the school ▪ families as partners in the education of their children ▪ the proposition that families have the best interests of their children in mind ▪ resources of the family and community needing to be brought to bear on the education of students ▪ an informed public **Performances** The administrator facilitates processes and engages in activities ensuring that: ▪ high visibility, active involvement, and communication with the larger community is a priority ▪ relationships with community leaders are identified and nurtured ▪ information about family and community concerns, expectations, and needs is used regularly ▪ there is outreach to different business, religious, political, and service agencies and organizations ▪ credence is given to individuals and groups whose values and opinions may conflict ▪ the school and community serve one another as resources ▪ available community resources are secured to help the school solve problems and achieve goals ▪ partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals ▪ community youth family services are integrated with school programs ▪ community stakeholders are treated equitably ▪ diversity is recognized and valued ▪ effective media relations are developed and maintained ▪ a comprehensive program of community relations is established ▪ public resources and funds are used appropriately and wisely ▪ community collaboration is modeled for staff ▪ opportunities for staff to develop collaborative skills are provided

Standard 5	Standard 5
A school administrator is an educational leader who promotes the success of all students *by modeling a personal code of ethics and developing professional leadership capacity.* 2. Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation. 3. Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. 4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity. 5. Reflect on personal leadership practices and recognize their impact and influence on the performance of others. 6. Encourage and inspire others to higher levels of performance, commitment, and motivation. 7. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities. 8. Engage in professional and personal development. 9. Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. 10. Use the influence of the office to enhance the educational program rather than for personal gain. 11. Protect the rights and confidentiality of students and staff.	A school administrator is an educational leader who promotes the success of all students *by acting with integrity, fairness, and in an ethical manner.* **Knowledge** The administrator has knowledge and understanding of:: ▪ the purpose of education and the role of leadership in modern society ▪ various ethical frameworks and perspectives on ethics ▪ the values of the diverse school community ▪ professional codes of ethics ▪ the philosophy and history of education **Dispositions** The administrator believes in, values, and is committed to: ▪ the ideal of the common good ▪ the principles in the Bill of Rights ▪ the right of every student to a free, quality education ▪ bringing ethical principles to the decision-making process ▪ subordinating one's own interest to the good of the school community ▪ accepting the consequences for upholding one's principles and actions ▪ using the influence of one's office constructively and productively in the service of all students and their families ▪ development of a caring school community **Performances** The administrator: ▪ examines personal and professional values ▪ demonstrates a personal and professional code of ethics ▪ demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance ▪ serves as a role model ▪ accepts responsibility for school operations ▪ considers the impact of one's administrative practices on others ▪ uses the influence of the office to enhance the educational program rather than for personal gain ▪ treats people fairly, equitably, and with dignity and respect ▪ protects the rights and confidentiality of students and staff ▪ demonstrates appreciation for and sensitivity to the diversity in the school community ▪ recognizes and respects the legitimate authority of others ▪ examines and considers the prevailing values of the diverse school community ▪ expects that others in the school community will demonstrate integrity and exercise ethical behavior ▪ opens the school to public scrutiny ▪ fulfills legal and contractual obligations ▪ applies laws and procedures fairly, wisely, and considerately

Standard 6	Standard 6
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 2. View oneself as a leader of a team and also a member of a larger team. 3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. 4. Generate support for the school by two-way communication with key decision makers in the school community. 5. Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. 6. Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students. 7. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **Knowledge** The administrator has knowledge and understanding of: ▪ principles of representative governance that undergird the system of American schools ▪ the role of public education in developing and renewing a democratic society and an economically productive nation ▪ the law as related to education and schooling ▪ the political, social, cultural and economic systems and processes that impact schools ▪ models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling ▪ global issues and forces affecting teaching and learning ▪ the dynamics of policy development and advocacy under our democratic political system ▪ the importance of diversity and equity in a democratic society **Dispositions** The administrator believes in, values, and is committed to: ▪ education as a key to opportunity and social mobility ▪ recognizing a variety of ideas, values, and cultures ▪ importance of a continuing dialogue with other decision makers affecting education ▪ actively participating in the political and policy-making context in the service of education ▪ using legal systems to protect student rights and improve student opportunities **Performances** The administrator facilitates processes and engages in activities ensuring that: ▪ the environment in which schools operate is influenced on behalf of students and their families ▪ communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate ▪ there is ongoing dialogue with representatives of diverse community groups ▪ the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities ▪ public policy is shaped to provide quality education for students ▪ lines of communication are developed with decision makers outside the school community

Table 2. CCTC Standards of Candidate Competence and Performance

CCTC Standards of Candidate Competence and Performance	Relationship to CPSEL/ISLLC Standards
Standard 9: Educational Leadership. Each candidate in the program is able to articulate a vision consistent with a well developed educational philosophy and is able to lead individuals and groups toward the accomplishment of common goals and objectives. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate displays values, beliefs, and attitudes that inspire others to achieve school goals. ▪ Each candidate understands the importance of the leadership role in schools and the responsibility of exercising that leadership in positive ways. ▪ Each candidate is familiar with a variety of leadership styles and is able to demonstrate appropriate styles in specific situations. ▪ Each candidate demonstrates an understanding of shared leadership and the need to foster and develop leadership skills in others. ▪ Each candidate is able to manage conflict, build consensus, and communicate effectively orally and in writing. ▪ Each candidate understands the importance of developing good interpersonal relationships with colleagues, teachers, parents, school board members, community members, and students. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 1**
Standard 10: Organizational Management. Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead others in the development and attainment of short-term and long-term goals. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate understands basic principles of organizational theory so as to be able to lead and manage schools as organizational entities. ▪ Each candidate demonstrates the ability to apply theoretical perspectives to his or her own organizational setting. ▪ Each candidate understands the organization of the school and the roles of individuals within that school setting. ▪ Each candidate is able to identify a wide range of intellectual, political, ethical, cultural, and economic forces that impact on school organizations. ▪ Each candidate demonstrates the ability to lead groups and individuals in the development and implementation of long or short range goals. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 3**
Standard 11: Instructional Program. Each candidate demonstrates the ability to design, implement and evaluate instructional programs and lead in their development and improvement. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate understands basic principles of curriculum design and is able to interpret and guide the planning, implementation and evaluation of school district curricula. ▪ Each candidate understands the developmental needs of diverse learners and is able to insure appropriate learning methods and activities for diverse groups of students. ▪ Each candidate understands the importance of and demonstrates the ability to work with staff, parents, pupils, and community in curriculum development and evaluation. ▪ Each candidate gains an understanding of the appropriate use of resources--human, fiscal, and other--to the benefit of student instruction and the ongoing operation of schools. ▪ Each candidate is able to plan and organize programs for staff	**ISLLC/CPSEL Standard 2**

development consistent with curricular and instructional needs. ▪ Each candidate is able to direct appropriate ancillary services to students for the improvement of teaching and learning. ▪ Each candidate understands procedures for student assessment and uses assessment information to improve the instructional program. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	
Standard 12: Management of Schools. Each candidate is able to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe productive operation of schools. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate works with faculty, parents, students, school board members, and other school stakeholders to translate a shared vision into strategic and operational plans. ▪ Each candidate defines roles and relationships for implementing and monitoring strategies and operational plans. ▪ Each candidate identifies resources and strategies required to implement plans. ▪ Each candidate develops an understanding of appropriate ways to manage student behavior in a school setting so as to develop and maintain a positive and safe school climate. ▪ Each candidate develops the ability to manage student services in response to individual and diverse students, making full use of the knowledge and services of appropriate support personnel. ▪ Each candidate acquires information management skills, including the ability to collect and analyze data, make and assist others in making informed decisions, and interpret and convey information in appropriate and thoughtful ways. ▪ Each candidate develops the ability to facilitate shared decision-making among members of the school community. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 3**
Standard 13: Human Resource Administration. Each candidate demonstrates understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate is able to work with all school personnel as well as with students, parents, school boards, and community members to establish a positive school climate and so that teachers and students can be successful. ▪ Each candidate develops an understanding of successful staff recruitment, selection, and induction approaches. ▪ Each candidate demonstrates the ability to make appropriate personnel assignments and recognizes the importance of full utilization of each employee's skills, abilities, and training. ▪ Each candidate understands the importance of staff development for all employees and is able to organize effective and appropriate professional development opportunities. ▪ Each candidate acquires processes and techniques for the evaluation of personnel performance. ▪ Each candidate understands the collective bargaining process and the administrator's role and the unions' role in that process. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 2**

Standard 14: Fiscal Resource and Business Service Administration. Each candidate develops an understanding of the effective and efficient management of fiscal resources and business services. *The following factors serve as a guide for initial program design and ongoing program evaluation*. ▪ Each candidate understands the sources and appropriate use of federal, state, and local school funding. ▪ Each candidate develops knowledge of sound fiscal and business management skills and practices. ▪ Each candidate understands the relationship between human and fiscal resource planning in the management of schools. ▪ Each candidate understands the role of the school administrator in developing a school budget, administering the budget, and evaluating the efficiency and effectiveness of the services and products funded by the budget. ▪ Each candidate is aware of the division of fiscal responsibility between the school site and the central office. ▪ Each candidate develops skill in managing and scheduling school facilities in ways that promote appropriate and maximum use. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 3**
Standard 15: Legal and Regulatory Applications. Each candidate understands the federal, state and local educational laws, regulations and other policies that govern schools, and knows how to act in accordance with these provisions. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate gains an understanding of federal and state constitutional provisions, statutory standards, and regulatory applications governing public schools. ▪ Each candidate understands the importance of local rules, procedures, and directives related to schools. ▪ Each candidate understands the procedures and requirements for the employment, evaluation and retention of school personnel. ▪ Each candidate understands the requirements relating to credentialing laws, including assignment authorizations. ▪ Each candidate understands the collective bargaining process and is able to interpret and administer contracts. ▪ Each candidate operates in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 6**
Standard 16: Policy and Political Influences. Each candidate recognizes the relationships among public policy, governance and schooling and is able to relate policy initiatives to the welfare of students in responsible and ethical ways. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate understands the need for schools to be responsive to diverse community and constituent groups. ▪ Each candidate understands governance roles and has opportunities to practice consensus ▪ building, develop collaborative relationships, and engage in team building activities. ▪ Each candidate understands the need for interagency and interdisciplinary cooperation. ▪ Each candidate understands the interaction between schools and the social issues and concerns that impact the larger society. ▪ Each candidate understands schools as a political system and is able to identify the relationships between public policy and education. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standards 5 and 6**

Standard 17: School and Community Collaborations. Each candidate in the program collaborates with parents and community members; works with community agencies, foundations, and the private sector; and responds to community interests and needs in performing administrative responsibilities. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate understands the socio-demographic make-up of the school community and is able to develop and evaluate instructional programs, strategies and approaches appropriate to diverse student needs. ▪ Each candidate recognizes the importance of collaboration and demonstrates the ability to communicate and work with parents, school boards, and community members. ▪ Each candidate becomes aware of the wide range of social services available to children and families in the community and is able to effectively deliver and coordinate educational services with other service providers. ▪ Each candidate understands the importance of school public relations, is responsive to community issues and concerns, and is able to build and mobilize support for schools in the community. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 4**
Standard 18: Use of Technology. Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting. *The following factors serve as a guide for initial program design and ongoing program evaluation.* ▪ Each candidate has opportunities to develop and improve in their competence of using technological tools. ▪ Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision-making, and the management of data in schools. ▪ Each candidate uses computers and other technologies in the performance of administrative responsibilities. ▪ Each candidate is able to make informed decisions about appropriate technologies for school use. ▪ Each candidate is able to manage the use of technology for the improvement of the instructional program. ▪ The program meets other factors related to this standard of quality brought to the attention of the team by the institution.	**ISLLC/CPSEL Standard 2**

Analysis of the CPSEL, ISLLC and CCTC Standards

The standards highlighted in this agenda report share a common basis in their focus on the preparation of school leaders, but have, in some cases, very different areas of emphasis. A staff analysis of the standards yielded the following observations about their relative strengths and weaknesses.

1. The ISLLC standards are more detailed than the CPSEL standards. In analyzing the indicators, staff found that in many cases multiple ISLLC indicators were consolidated in the language of one CPSEL indicator. For example, the first indicator under CPSEL Standard 1 incorporates four of the ISLLC indicators. As a result, with one or two notable exceptions, staff found a great deal of conceptual alignment between the ISLLC and the CPSEL standards.

2. The CPSEL standards, by design, contain a clear focus on standards and accountability. The group that met for two years to develop the CPSEL standards sought to maintain comparability by retaining the language of the ISLLC standards, but made a conscious effort in the indicators to attend to the reforms that have been launched recently in California. The clearest instance of this difference between the ISLLC and the CPSEL standards is apparent in Standard 2. The first four indicators under CPSEL Standard 2 state the following:

   (An effective school leader can…)
   - Create an *accountability system* of teaching and learning *based on student learning standards.*
   - Utilize *multiple assessment measures* to *evaluate student learning* to drive an ongoing process of inquiry focussed on *improving the learning of all students* and all sub-groups of students.
   - Shape a culture where *high expectations for all students* and for all subgroups of students is the core purpose.
   - Guide and support the long-term *professional development of all staff* consistent with the ongoing effort to improve the learning of all students *relative to the content standards*.

The indicators under ISLLC Standard 2 take a more generic approach, calling for: a knowledge base that includes measurement, evaluation and assessment strategies; knowledge of the change process; a disposition toward student learning as the fundamental purpose of schooling; the belief that all students can learn; the ability to identify, clarify and address barriers to student learning; the ability to consider diversity in developing learning experiences; the ability to ensure that student learning is assessed using a variety of techniques; and the ability to ensure that multiple sources of information regarding performance are used by staff and students.

While the knowledge, dispositions and performances called for in the ISLLC standards are closely related to the performances called for in the CPSEL standards, the focus on student standards, accountability systems, and data regarding student performance are more specifically geared toward the outcomes California policymakers are seeking from their reform efforts.

3. Like the ISLLC standards, the CCTC standards (9-17) make no reference to state adopted standards for students or accountability systems. CCTC Standard 11 includes one indicator that calls for each candidate to understand procedures for student assessment and uses of assessment information to improve the instructional program. The use of assessments to inform improvements in instruction is a theme that runs through both the ISLLC and the CPSEL standards. But the focus on implementation of state-adopted academic content standards for students is only addressed in the CPSEL standards.

4. The CPSEL standards are almost exclusively "student centered": that is to say, all aspects of the standards and indicators relate in one way or another to student learning. One outcome of this is a lack of detailed attention to other aspects of school leadership, which are the focus of five of the CCTC standards (Standards 10, 12, 13, 14 and 15.) The CCTC standards clearly place a much greater emphasis on organizational management, management of schools, human resource administration, fiscal resource and business service administration, and legal and regulatory applications than on student-centered instructional leadership. This is the most glaring difference between the CCTC standards and the CPSEL standards. The ISSLC standards attend to both of these domains of administrator knowledge and skill, but not to as great a degree as either the CCTC standards or the CPSEL standards.

5. The CPSEL standards pay very little attention to an administrator's ability to use technology. Only one standard (Standard 2, last indicator) explicitly identifies the need for administrators to "facilitate the use of appropriate learning materials and learning strategies which include… appropriate and effective technology". The ISSLC standards contain more references to technology, and the CCTC standards include one standard that is focussed exclusively on the use of technology. The ability to use technology is widely regarded as critical for school leaders.

6. The CCTC standards are written broadly and contain specific elements that pertain, by design, to various administrative roles at the site or central office levels. The CCTC standards are not comprehensive in this regard, but are suggestive of the broader range of administrative duties that have heretofore been under the umbrella of the Administrative Services Credential. CCTC Standard 13, for example, addresses human resources administration, which is applicable at both the school site and central office levels. Similarly, CCTC Standard 14 addresses fiscal resource and business service administration in ways that are important for future site administrators as well as business services professionals and superintendents. The CCTC standards were written to encompass all of the positions that currently require an administrative credential, and thus reflect a "one-size-fits-all" approach. Additional standards for the Professional Clear Credential address the need for differentiation of roles through the use of an individualized induction plan. The CCTC standards, and the credential structure itself, have been criticized for not adequately addressing these differences. In contrast, the ISLLC and CPSEL standards focus exclusively on the role of the site administrator.

In summary, the three sets of standards highlighted in this report reflect the evolution of our thinking during the last ten years about what it is necessary for administrators to know and be able to do in 21st century schools. The era of standards and accountability make instructional

leadership at the site level the clear priority. But there are other, perhaps more mundane, aspects of management that are also important to the job of administration. As the Commission considers the policy question, *What should be the content of administrator preparation?*, each of these sets of standards may have something to contribute to a response.

National Assessments Used for Administrator Licensure

During the January 2002 meeting, Commissioners had the opportunity to hear from Educational Testing Service (ETS) about the School Leadership Series, a series of three assessments that have been developed or are under development for use in the licensing of school administrators. Commission staff had the opportunity at the end of January to visit ETS and participate in the scoring of two of these assessments, and will present additional information in February about the ways in which these assessments might be used in California.

The Commission acted in December to sponsor legislation creating a "fast track" for school administrators that is similar to the fast track option created for teachers in SB 57 (Scott, 2001). Commission staff are reviewing the ETS assessments, as well as other existing assessments that have been or could be used for this purpose. The primary issue that staff explored with ETS is the extent to which these assessments are comprehensive enough to serve as a "proxy" for preparation, such that an aspiring administrator who passed each assessment could be offered a preliminary or professional administrative services credential without completing a formal preparation program. One other state is currently exploring this issue (Ohio), and early indications from ETS suggest that using these assessments for this purpose is both possible and appropriate. The assessments are based on the ISLLC standards, and purport to do a comprehensive job of assessing a candidate's level of competence in the areas addressed by the standards. Using these assessments as a proxy for preparation may require that a higher passing score be adopted than is used in other states. Should the Commission choose to move in this direction, ETS would conduct a standard setting study in California and recommend a passing score to the Commission. Staff will be prepared to present additional information during the February meeting about these assessments. What follows is a brief description of each assessment and the states that are using them.

The ETS School Leadership Series is composed of two distinct assessments, the School Leaders Licensure Assessment (SLLA) and the School Superintendent Assessment (SSA). Both of these assessments were developed to provide thorough, fair and carefully validated assessments for states to use as part of the licensure process for school leaders. They reflect the most current research and professional judgment and experience of educators across the country, and are based on both national job analysis studies and the ISLLC standards. ETS has been working with ISLLC to develop a new portfolio assessment that is intended for use with new administrators and can be used for professional development purposes or for licensing purposes.

The School Leaders Licensure Assessment became operational in the Fall of 1998. It was designed as an initial licensing assessment for principals and assistant principals. It has been validated for other positions as well. It is a six-hour test involving 25 constructed response items. The items present realistic scenarios and case studies, and candidates are asked to react to

each scenario and demonstrate their ability to apply the ISLLC Standards in real life situations. Sample test items and scoring rubrics are included in Attachment 3. There are nine states and the District of Columbia that require administrators to pass the SLLA in order to earn an initial license: Arkansas, Kentucky, Maryland, Mississippi, Missouri, North Carolina, Pennsylvania, Tennessee, Virginia and the District of Columbia.

The following five states are either in the standard setting process or scheduled to begin standard setting in the coming months: Connecticut, Indiana, Nevada, Ohio and New Jersey.

The SLLA is used in conjunction with completion of a program of preparation, most often a Master's Degree program in these states.

The School Superintendent Assessment (SSA) builds on the base established by the SLLA, and is used in one state currently (Missouri) as a requirement for Superintendent licensure. It consists of nine constructed response items and takes three hours to complete. The SSA focuses specifically on scenarios and case studies that relate to the Superintendent's job, e.g., relations with school boards, collaborating with the community. It is also based on the ISSLC standards. Nevada and Ohio are currently in the standard setting stage, and are expected to adopt the SSA in the near future as a requirement for licensure.

The School Leader Portfolio Assessment is a new assessment that ETS is developing for use with the next level of certification for states that have two tiers or phases of licensure. It is intended for use with new administrators (2-5 years of experience) and is completed within the context of the administrator's job. It takes two years to complete the portfolio process, which is scenario/case-study based and involves documentation of problem solving using the ISLLC standards. ETS estimates that this assessment will be available for use in the Fall of 2002.